

Criteria for A5 and A6 Programs with Best Practices

Curriculum, Instruction and Assessment:

- Effective staff (proven academic success, behavior modification)
- Stability of staff (low turnover, low absenteeism)
- Academic achievement (assessment scores)
- Use of data (to modify instruction, to make program adjustments/improvements)
- Successful transition of students (from traditional placement to alternative placement, and; from alternative placement returning to traditional placement)
- ILP at center of advising system
- Program Accountability (academic, non-academic)
- Various learning options for students (performance-based, teacher-led instruction, virtual curriculum, credit recovery, dual credit, Advanced Placement courses, web-based curriculum, access to local area technology centers)
- Students with IEPs receive educational services modified to meet their needs

School Climate and Culture, Support Services, Professional Development for Staff

- Professional development aligned to needs at A5 or A6
- Students have access to support services (school counselor, school social worker, ESS, FRYSC, etc.)
- Community support (career-exploration experiences available, service learning experiences)
- Students have access to the full curriculum (arts & humanities, physical education, practical living, etc.)

- Program facility (safe, clean, inviting, adequate space, adequate for instructional purposes)
- Program encourages parental involvement

Leadership, Resource Allocation, Program Planning

- Effective leadership at all levels (superintendent, program principal/administrator, central office support and assistance)
- Resources and adequate funding (print materials/textbooks, access to Internet and/or other technology, instructional resources may be different but equal to those in A1 school)
- Facility (classroom space equal to A1 school, supports access to full curriculum [A&H, physical education])
- Program planning occurs regularly to improve services